

School Activities

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School Activities

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As the Editor Sees It

Why don't you suggest to your council that it organize and sponsor a student council conference, inviting groups from nearby schools to attend and participate? Representatives from these other schools could be asked to help set up the programs and activities. And the various schools, which pay the expenses of athletics, musicians, debaters, dramatists, exhibitors, etc., could justifiably pay the expenses of the visiting council members. If you plan such a conference, keep the discussions on the right track—school council problems, and leave national and world affairs, vocational guidance, etc., for more appropriate programs.

An item from education's headquarters: one year of World War II cost America 90 billions of dollars—which is more money than this nation, from the beginning to the present day, has spent for education. Nice item to build a PTA talk around!

Wanna make your interscholastic athletic program a grand financial success? Then take a tip from professional "sports" and stage some blood-curdling (and non-blood-letting) fights between your teams' members and those of your opponents; and teach your managers, coaches, principal, et al, the fine art of "giving the lip." (Of course, too, arrange with some pin-headed "sports" writer to give these affairs ample publicity). Or schedule a vaudeville show at appropriate places before, during, and after the games, using mostly-undressed-girlyies, clowns, and stunt and antic performers of various kinds. Such hokeyful presentations will pack'em in. And we need money, don't we?

Here's one of the most intriguing booklets we have read in a long, long, time, Joseph E. Maddy's "Interlochen, the Triumph of an Idea"—a beautifully illustrated account of the origin and amazing development of the National Music Camp. Any person will enjoy this story, but for music teachers it's a "must." Address Prof. Maddy at the University of Michigan, Ann Arbor.

Last spring in a certain junior high school a senior (president of the class)

cheated in an examination—another student did it for him. A re-exam resulted in a very low mark. The principal suggested that the young man merely retire without publicity. He refused. His class backed him up and threatened to strike, so he was "graduated." Such a failure of authority is ridiculous. And certainly it is no compliment, to say the least, to that community, its school board, its school, its principal, or its student body. A "sign of our age"? A reflection of the common adult strike-attitude? Call it anything you like, we'd call it a downright disgrace. And we doubt if it would have happened had there been a few intelligent student leaders in the school.

Although the shorter school trips are coming back strong, the longer trips and tours are having difficulty, mostly due to lack of hotel accommodations. So if you are contemplating a tour for this year, better start making your plans immediately because even starting early may not be starting soon enough.

Said Carl Hubbel, former major league baseball star and now administrator of the New York Giants' baseball farms, "I'll bet that I have looked at 250 young fellows whom I knew were good baseball prospects when they went into the service, and there isn't a single one of them today that looks right. They're all tied up in the muscles; they've got trouble with their arms and legs, and even mentally they aren't the same. The tougher the course of training they went through, the worse off they are. As far as those boys who went in are concerned, for baseball, they're simply a lost generation. We've got to start in all over again with that next group just below them." Another part of the War's cost.

From time to time we read of schools refusing to cooperate with the Daughters of the American Revolution, and of students refusing to accept its medals. If the DAR is "intolerant", it should do something intelligent about it; if it is not, it should do something intelligent about it. The matter is entirely up to the DAR.

Are the Student Leaders the Leaders in Your School?

WHO are your student leaders? The president of the cabinet? Captain of the football team? Editor of the school paper? President of the senior class?

Where do your 9 B's learn about high-school? From the advisement counselor? From home room discussion? From the handbook? From the student leaders?

Slump down in the seat behind the pillar in the auditorium during an un-supervised period, lounge behind the equipment in the gym during noon dance, lock yourself in one of the cubicles in the lavatory, and listen!

Below your dignity as a professional worker? Sure, but very educational! The president of the cabinet isn't there, he's conversing with the principal; the captain of the football team is closeted with a scout; the editor of the paper is telephoning the printer; the president of the senior class is ordering the rings and pins. The 9 B's aren't interested in that "junk" about absences and excuses that the homeroom adviser is "cramming down their throats", it's the same "old stuff" Miss Blah "handed out" in 8A. When Mary Smart Alec gives her report on "How to get into high school activities", it's the same old prissy way she used to "polish the apple" in 8A—she'll represent the room on the student board, so "what do we care!"

The above is not funny—it is real and it is tragic. Why do 9B's get "the dope" from every curbstone pedagogue, the trouble-makers, the truants, the failures, the delinquents? Because they have time to talk to 9 B's, because they "speak the same language", because there is an aura of importance about them. They do not go to regularly constituted student leaders because the leaders are too busy, frequently feel superior to 9 B's. These leaders are associated in the 9 B mind with the regular guardians of authority—principal, vice-principal, faculty sponsors.

Should this be? No! Must it be? No! Consider this suggestion for making your authorized student leaders real leaders.

In the 9 B home rooms, let the student

KATHERINE W. DRESDEN

*Advisement Counselor,
Riverside High School,
Milwaukee, Wisconsin*

leaders have one homeroom period a week with no teacher present. One plan might be, in a large school, to have as many leaders as there are homerooms and let them rotate. If there are ten homerooms, ten leaders will each take one, next week the same ten leaders will each take another, and in ten weeks' time each leader will have appeared before each homeroom, and each homeroom will have met ten upper-class leaders without the restraining influence of a teacher.

You imagine pandemonium would result? If, at seventeen years of age, the president of the senior class cannot conduct an orderly meeting with thirty-five 9 B's, how, at thirty years of age can he preside over the Rotarians, or his union local, or be president of the local university? If the captain of the football team can't hold thirty-five 9 B's for 30 minutes, put the victory banner in moth balls for this season.

I admit that thirty-five 9 B's are a challenge to anyone. Also, I recognize the importance of this project's succeeding, therefore, I would give the upper-class leaders a little training in leadership. Let us say, you have a well organized school in which all student elections for the school year 1946-'47 take place in the spring of '46. As soon as elections are over, excuse the elected from their regular homeroom period and have them report to the advisement counselor. She might well put the problem to them, get their reaction, lead them to see their responsibility, and end up with their enthusiastic acceptance of the scheme.

Then the program must be organized—the topics to be discussed, the rotation. Now, most important—how to conduct the lesson! Lecture? No! Debate? No! Questions and answers? No! Usually an informal discussion is best (like the one this group had at its first meeting, like

this discussion—the advisement counselor should set the pattern, demonstrate in her handling of this group). Emphasize the need for preparation—an attempt to foresee possible questions, problems, discussion topics. Undoubtedly this meeting should be followed by individual conferences in which each leader discusses with the advisement counselor his particular presentation. Another group meeting could well be utilized in a general discussion of techniques—informality, human draining out reticent groups, keeping the discussion on the subject. Finally, we must recognize realities—our student leaders are not finished discussion leaders, nor have we guarantee that all 9 B's will cooperate. What will we do with the troublemaker, the boy who deliberately tries to disrupt the meeting? The student leaders know the answer let them give it.

In the fall, let the leaders assemble after their first experience and compare notes. It may be necessary to make some adjustments! Let us hope that the 9 B's will know that the leaders "Talk their language" and hereafter will ask the captain of the team how to "make" the team, the editor of the weekly how to get on the staff. Perhaps the 9 B's will be so interested they will forget to ask Jack Rowdy how to write an excuse to cover a truancy.

Remember the homeroom advisers! Why not give them a period of in-service training one day a week? It's worth trying.

Intramurals

W. W. NORRIS

*Sponsor of Student Council,
McAlester High School,
McAlester, Oklahoma*

IN many of our high schools today only a few boys and girls can take part in the major sports. A well organized program for intramurals will give more students an opportunity for physical exercise as well as pleasant pastimes.

The intramural program should have a director—preferably a member of the faculty. This person should be sincere in his attitude toward a program for high school students.

Organizing the program should be done on a homeroom basis. Teams or individual contestants may be selected by the home-

rooms, or students may volunteer for participation in the various events. Each event should have a captain chosen by the homeroom.

Some events suggestive of the program are as follows:

Throwing a baseball is an interesting event, if the school campus is large enough to permit a contest of this kind. It can be done in the same manner as the shot-put in field events, excepting of course, that the baseball is thrown. The basketball throw may be done in three ways. One is to hang a hoop or a rubber tire from a limb on a tree. A standard distance from the tire may be used as a place from which a basketball is thrown through the hoop. Rules governing this contest may be set up by a committee composed of the contestants and director.

Chinning the bar may be used as an interesting event, and should be carried on along the same line as any other field event; that is so many tries for each person.

Horseshoe pitching is an old game, and it needs no explanation. It is a fine contest for those who are interested in less overt activities.

Washer pitching is also an old game. It may be used with the same group as the horseshoe pitching. Doubles or singles may be used in either event.

Volley ball as a contest may be handled in various ways. A captain may be selected from each homeroom team, who handles the organizing and draws for the bracket. A system of round-robin play or one of simple elimination may be used.

In either case, every homeroom should play ever other homeroom. This plan may be used with each class in the school. The winners in each class will then have an elimination contest to determine the school champions. There may be a boy's division and a girl's division.

Basketball free throw contests may be used as an event in intramurals. It can be organized on a grade or homeroom basis. The teams should not consist of more than five members. Three free throws for the basket are allowed for each round until the winning team is determined.

The intramural program will be more

(Continued on page 54)

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How an Activities Council Grew

UP to 1943-1944, Dobbs Ferry High School, a combined junior and senior high school with an enrollment of 382 pupils, had a variety of activities. Chief of these was the Student Council—made up of a president of the student body, elected by popular vote, the presidents of the four senior high school classes, a representative of girls' sports, and one of boys' sports. Other extracurricular activities included an active after-school girls' sports program, with a scoring system that culminated in the yearly award of numerals and letters of varying sizes. The boys' sports program featured varsity teams in football, basketball, and baseball, with major letters given for each sport. Since participation in sports gave the tangible reward of numerals and letters, athletic activities attracted most attention. Another school activity was cheer-leading, with senior members of the squad receiving large D's at the end of their last year of service.

Other school organizations were the Band, Ushers Club, *The Pilot* (school newspaper), Junior Librarians, Students Library Staff, Science Club, Spanish Club, Photography Club, Stage Crew, Twirlers, Junior Chorus, Senior High Mixed Chorus, Girls Glee Club, and Delta Phi Chapter of the National Honor Society.

Of these organizations, only Spanish Club and Honor Society had membership pins; the remaining groups had no insignia although the Band and Twirlers had distinctive uniforms. Except for the library clubs, which gave book prizes for outstanding service, the other organizations (not including sports) presented no awards for service. Outside of the annual Spring Concert, which gave the vocal and instrumental groups a chance to display their talents, a library exhibit during Book Week, or an independent exhibit of photographs, there was no special opportunity for the various organizations to display their work except through their regular services to the school during the year. Each activity worked independently, in individual instances contributing greatly to the school, but receiving very little recognition. This was evident in the fact that, despite the variety of activities car-

MARGARET KURILECZ

*Dobbs Ferry High School,
Dobbs Ferry, New York*

ried on in the school, the student body often complained of a lack of school spirit and bemoaned the apparent lack of interest in school activities.

The idea of an Activities Council was proposed for four reasons:

- (1) to unify all the activities and give them a common purpose in strengthening school spirit;
- (2) to give equal recognition to all types of school service—not merely to sports, which tend to be most glamorous;
- (3) to exhibit the work of all activities, through school assemblies and the Honor Day program;
- (4) to encourage membership in extracurricular organizations for a happy school life.

The activities Council as organized in Dobbs Ferry High School is composed of a representative from each activity. If a new club is formed, a representative is added to the Council. The Council meets regularly once a month with the principal, the guidance counsellor, and a general faculty adviser. The Principal is thus able to keep informed of all the activities of all the school organizations and to use them whenever possible for school assemblies, which he is responsible for planning. The Guidance Counsellor also needs to be well informed on all the extracurricular activities of all students, in order to do an effective job of counselling. The Guidance Counsellor is particularly interested in swelling the number of students in extracurricular activities, in the face of the emphasis placed on such activities by colleges and by employers. The General Faculty Adviser is responsible for the effective operation of the Council and the successful planning of the Honor Day program.

The year's program of the Activities Council starts with an assembly program held soon after the beginning of the school year, at which the purposes and organization of the Council are explained. Then each member of the Council discussed his

own organization, giving its aims, membership, times of meeting, and services to the school, with the idea of attracting new members. The Guidance Counsellor uses this opportunity to emphasize the value of extracurricular activities in a well-rounded school life.

At this assembly, a schedule of activities is given to each student so that he may avoid conflicts in signing up for various activities. A small school like Dobbs Ferry naturally has the problem of overlapping activities, particularly since there is no activity period during school hours, and the enthusiastic often sign up for activities which conflict. Although there has been both student and faculty discussion on the advisability of limiting the number of activities to which one student may belong, no rule has been yet set up, and the problem of conflicting activities has been left to the common sense of the student and the judgment of the faculty adviser in limiting membership.

At the regular monthly meetings of the Activities Council, each representative reports on the doings of his organization, giving the principal an opportunity to adapt them to the school assemblies, which are scheduled only when there is adequate material for a program. During last school year—the first in which the Dobbs Ferry Activities Council has functioned—there was much discussion of the scheduling of activities to minimize conflicts, limitation of membership, basis of awards, and plans for Honor Day. These student discussions were paralleled by several independent meetings of faculty advisers for discussion of the same topics. Ideas were interchanged so that students and faculty would be working along the same lines.

The major feature of the year's work of the Activities Council was the Honor Day, which is to become a traditional feature of Dobbs Ferry High School. This is a school day set aside near the end of May for the exhibition of the work of the various school organizations and the recognition of outstanding service in each. The day's program includes a morning awards assembly in the auditorium, an afternoon sports show held in the gym or out-of-doors, and an evening entertainment featuring dramatics and music groups.

At the morning assembly, awards are presented by the faculty adviser of each activity. These awards are felt emblems in the school colors (blue and white), of uniform size (five inches in diameter),

but of distinctive design. Each emblem is the original design or special choice of each organization, with a few patterns that were created by the company which supplied them. The emblem can be worn on the front of a sweater, the pocket of a jacket, and even, by the girl, on the waistband of a skirt.

The second feature of the morning assembly is the announcement of the new members of the Activities Council for the next school year. Badges of membership are pinned on the new members by the outgoing members. The latter leave the platform while the new members take their places on the stage. Additional details of the program—speaker, skits on activities, and musical selections—may vary with each year's program.

The afternoon sports show last year featured a Play Day in which rival teams of boys and girls were matched to play a series of three different from each year like the evening program, which last year was a school dance, complete with floor show, announced by a student master of ceremonies and featuring student entertainment.

It is planned this year to complete the year's program with a tea or picnic in honor of the new members of the Activities Council.

It would be presumptuous to make claims for the Activities Council after only a year's trial. However, it is already apparent that a central agency for school activities is an efficient and effective means of handling an extracurricular program. It has met with favorable editorial comment in the local press. Also, there have already been some encouraging signs that point to a realization of the aims set up for the Council: increased enrollment in activities, heightened faculty interest in the fair distribution of awards, student awareness of the possibilities for growth of school spirit, and the planning of additional activity groups for the coming year. The following list gives the activities now joined in the Activities Council:

1. Student Council
2. Honor Society
3. Junior Librarians
4. The Student Library Staff
5. Ushers Club
6. *The Pilot* (newspaper)
7. *Periauger* (yearbook)
8. Band and Orchestra
9. Stage Crew
10. Spanish Club

11. Science Club
12. Photography Club
13. Girls Sports
14. Boys Sports
15. Twirlers
16. Whistlers (girl referees)
17. Junior Chorus
18. Senior High Mixed Chorus
19. Cheerleaders
20. Girls Glee Club

21. Prospective Clubs—Tennis, Literature, Commercial

An account of the aims and organization of the Activities Council, together with the membership and awards for the preceding school year, is included in the Handbook, which is distributed to the student body at the beginning of the school year. Only the reactions of the Dobbs Ferry High School students in years to come can testify to the success of the new Activities Council.

A School Shop Class Makes Its Own Lumber

AMERICAN ingenuity again has set out to conquer problems developed by reconversion. In Fairview, Michigan, shop projects were limited because of the lack of lumber. The termites were up in arms because as soon as lumber arrives it is immediately put to use, therefore starving the poor insects. Many necessary projects are abandoned because of the improper lumber or a desired substitute is unobtainable.

Good quality, seasoned lumber is absolutely out of the question, but rough, unseasoned lumber occasionally comes into the shop. To overcome this handicap, our superintendent and shop instructor investigated the possibilities of doing a bit of lumbering for the school. Some fine standing timber was purchased from the Federal Forestry Service at a reasonable rate, and the Federal Forestry supervisor was very cooperative in helping the school get the timber. Labor is scarce, and to get the timber to the mill required much labor. It was finally decided to make the job a school project.

Why not put vocational education into practice? A wonderful idea and experi-

ARCHIE J. NICOLETTE

*Science and Shop Instructor
High School
Woodruff, Wisconsin*



ence for the boys. After one or two shop and agriculture classes, the boys were driven to the forest to "ride the saw" or wield an axe.

So the students became "lumberjacks". They enjoyed the diversion. "TIM-B-ER", someone would yell, and down came a huge white pine. Not a tree "hung up". The skill the boys possessed was acquired from various farm tasks. By the second day, a stranger would think they were veterans of the woods—real lumberjacks.

At the local mill, a pile of logs earmarked Fairview High School were sawed into lumber. This fall, the students are able to start right in on their projects with excellent, seasoned lumber and with little expense, to them.

Projects of this kind can be carried out in any rural area where timber is available.

Agricultural Department Stimulates Gardening

HENRY J. MILLER

*Junior High School,
Bell Gardens, California*

EVERY department in school should have major objectives, at least two or three practical objectives that help to justify its continued support. Our first objective in teaching ninth grade agriculture is not necessarily to make future horticulturists out of the students, but to teach a love of gardening, so that they will take it home as an interesting and valuable leisure-time activity.

In the fall each student is assigned a plot twelve feet wide and thirty-two feet long. With tactful guidance, the student proceeds to plant a mixed garden of flowers and vegetables. Lettuce, onions, beets, kohlrabies and radishes are the popular vegetables, while painted daisies, snapdragons, stocks, calendulas, sweet peas, larkspur, carnations and scabiosa lead the list of flowers.

By planning our program, we have kept in mind a service we render the school. We have giant marigolds planted in the spring for fall blossoms, pending the growth of the winter flowers. After the marigolds are removed, we have beds of chrysanthemums, followed by poinsettias. By Christmas our old faithful calen-

dulas are starting to bloom. From January on, the spring flowers start coming.

Every Monday our students make their rounds to the various rooms where they place flower arrangements. The principal's office is also kept in fresh flowers, not to mention the flowers furnished for all special occasions. Corsages are made by our students for P. T. A. groups and student programs. Students participating in these activities gain valuable experience in arranging flowers for all occasions. To stimulate interest, we have an annual flower show. Ribbons are given for the winner in each division, plus a grand prize of a loving cup.

Each faculty member gets a fresh arrangement of flowers every Monday morning. We have furnished flowers for several banquets and programs. Through the sale of flowers and vegetables, we have been able to purchase seeds, corsage material and twenty-five flower vases.

The raising of vegetables has also been a popular phase of the training in our department, especially during the food shortage of the past few years. The students take swiss chard, turnips, beets, lettuce, cabbage and many other vegetables home to aid in the family menu. The school cafeteria has used vegetables from the gardens in making green salads.

Besides growing flowers and vegetables and engaging in pest control and fertilizing to grow first quality products, we encourage interest in propagating various perennials. We have tree roses that were budded by students. Grafting proves very interesting during the winter months of January, February, and early March. We make many cuttings of hydrangeas, fuchsias, hedges, and other perennial shrubs and flowers.

Keeping in mind one of Dewey's seven cardinal principles of education, "Education for a more worthy home membership", we have made our agricultural department the most popular department in the school. The interest stimulated here at school carries home. Seventy-five per cent of the students enrolled in the classes have a garden in their own yard at home. Parents often comment on the interest their children have shown in the family garden. What could make one a more worthy member in the home than that of growing tasty vegetables and beautiful flowers in an otherwise cluttered back yard?

A County-Wide Prom

THE Leon County-Wide Prom is a motivating force for much of the activity of the senior class of Buffalo High School. From the time students enter the freshman class, they begin to look forward to the time when they, as juniors, will be guests of the seniors at the prom; or as Buffalo seniors they will be host to all seniors in Leon County on this gala occasion. Decidedly, this prom is the outstanding social event of the year for juniors and seniors, and it is toward this activity that most attention is given. It is purely a student activity—for students plan it all, make the funds to finance it, and direct the event from start to finish. The class sponsor keeps herself in the background, only giving suggestions and guidance.

In early fall, plans are made for the prom. The first requirement is to raise funds sufficient to finance it; and with seniors invited from all accredited high schools of the county, the number of guests is usually between 200 and 300, so a sum of \$75.00 to \$100.00 is essential.

An annual Hallowe'en carnival gives the prom the boost that it needs in enthusiasm and verve, as well as in finances. As soon as it is over, prom plans take shape. The class makes additional funds from food sales at football games. The invitation list always includes trustees and wives, faculty members, superintendents and wives in schools over the county, alumni, a few favorite State Department of Education officials, and some Texas University professors. Often, parents of the seniors are invited, as are a few adult favorites in the county.

Note here should be made that the adult guests greatly value the bids to this prom and boast to one another that they are popular with the seniors. A few local adults who are consistently doing things for the students get perennial invitations. All of this ties in community life with the school, creating a feeling of warm sympathy and interest.

There has been for a number of years in this small East Texas community a downright, forthright opposition to dancing. This has probably been justified because of the honky-tonks that sprung up mushroom-style during the 1930's all up

NORMA LINN SCOTT

*Principal Buffalo High School,
Buffalo, Texas*

and down our two United States highways, 75 and 79. Or such opposition has probably come from the fact that some public dances in our environs ended in drunken brawls. Sane teachers do well to respect the customs and prejudices of their patrons, and wise teachers do not attempt totally to revolutionize communities. Instead, teachers who plan social activities, do well for the child and community to introduce innovations gradually and with caution.

This is what the prom was designed to do—introduce music and rhythm and fun without the objectionable phases of an outright dance. So, the big Christmas party, called the "Leon County-Wide Prom," came as the answer. Many children in the county could not dance. They had never had an opportunity to learn, so the prom with its steps done to marches, skips, hops, cake-walks, waltz-time shuffles and trucking, where all performances was in couples but with them marching or stepping with faces forward, removed the objectionable "hugging" and made each child less self-conscious and more eager to learn the steps that were not so intricate.

A few rules for the prom are always announced at the beginning, so all will understand. All get partners at each prom without any formality; everyone proms each time no matter what the step or music is. The rule is to follow the two leaders, a boy and girl each time, and do exactly what the leaders do. With these few rules and with horns, paper or metal, hats set at crazy angles, serpentine, confetti, balloons, noisemakers or snowballs, it is not difficult to get the most diffident youngster on to the floor and into the spirit of the occasion.

The physical education department has been utilized in this way. The teachers took the juniors and seniors to the gym together, got some musical girl or boy to play hit tunes, and then taught the waltz, cake-walk, lambeth walk, or trucking steps to those who knew nothing about dancing at all. Such practice as this be-

came popular, and soon physical education teachers were beset with requests to practice for the prom. Thus good physical education and excellent social training joined hands.

At first we invited a band from some neighboring school to play for the proms. This was a distinct compliment to the nearby school, but because all the band members wanted to, and many *did*, participate, this became cumbersome, expensive, and generally unsatisfactory. In the last five or six years we have used a juke box or nickelodeon, which is far more satisfactory. A senior committee selects the records, and the nickelodeon area manager provides a machine, all the records arranged in the order of proms, and a technician to operate and repair the machine for the sum of ten dollars for the one night.

Decoration of the gym is a huge undertaking. It requires careful planning by the sponsor and united, hard work of the class. In fact, the seniors often condescend to let some of the juniors help them, especially as climbers to the top of the gym to cover lights, tie wires, or do any other rough work. Two days before the prom, the senior boys hire a truck and driver and go to the river bottom for a truckload of grey moss, twenty or thirty pine or cedar Christmas trees, holly and yupon sufficient to decorate a 113-foot by 72-foot gym. The next day the entire senior class goes to the gym to decorate. The sponsor assigns the jobs to particular groups and then simply stays around to give suggestions.

The first task is to string heavy wire (telephone wire when it can be obtained) across the gym from every conceivable angle, straight, horizontal, rectangular, and diagonally, ten feet high. When no more wires can be put up from steel post to post, then the decorating part begins. All supporting posts are wrapped with red crepe paper. Moss is carefully thrown over each wire, caution being exercised not to pack it, nor to put too much weight on any one wire. All wires have been strengthened by throwing supporting wires up over the trusses and tying them to the ten-foot-high wires. Christmas trees about ten feet tall are securely tied to each steel post.

With these things done, the girls are ready for their artistic touches. They hang a huge bunch of mistletoe in the center of the gym and tie a huge red bow of

paper above it. With hundreds of yards of red, gold, and silver tinsel they decorate the trees. The tinsel is saved from year to year. All basketball goals and stands are covered with moss, holly, and mistletoe. The stage at one end of the gym is carefully decorated. A Christmas tree sets to one side of a fireplace, which is ready for Santa Claus. The base of the stage is hung with moss festoons; holly and other red berries are piled above the moss. Footlights and ceiling and flood lights in the gym are red and green, giving a glow of Yuletide cheer and warmth. When it is all done, the gym presents a gorgeous winter bower, or as one of our guests said, a beautiful winter palace or wonderland. The effect is startlingly beautiful. Artificial snow is not placed on the trees or at the foot of them until the night of the prom.

During the years past, the gym has been decorated in different ways from this, but the seniors always prefer the winter woodland setting.

Careful preparation is made for every detail of the prom. A floor committee is appointed, a reception committee is designated, consisting of boys and girls most socially-conscious. A faculty member is asked to assist with the guest register. Some artistic person makes the guest book and also the ballot box, where votes are cast for the best promenaders.

The program is carefully made up, listing the couple leading each prom and the musical selections used. Favors are indicated where given. Who leads which prom is of great importance to the seniors, and the sponsor changes the program arrangement if anyone appears to be unhappy over partners. After the program has been announced, it is typed by senior typing students and printed on a duplicator. The covers are made by the class. The girls tie programs together with Christmas ribbons.

Prizes are bought and wrapped for the two best promenaders. These are presented by the president of the senior class when the floor show is given at intermission. Here, again, school talent is utilized. The senior classes from over the county are each asked to present a floor show of some sort at intermission. Much good talent is discovered and developed. The winning promenaders do a demonstration dance number for the crowd immediately after the votes are counted and the prizes presented.

Educational Exhibitions in Corridors

IN all the careful planning for our formal education, we have never given enough thought to the creation of an informal gathering place large enough for students and faculty to pass through or to stop for a few minutes of quiet meditation or informal discussion. For this purpose the lobby or main hall of a high school can particularly be made a vivid and living part of its instructional activities.

Although the walls of an educational institution have rarely been thought of as teaching devices of the school, we have come to the realization that besides their structural function there are educational purposes that they may serve equally well. Rather than be made the background for art objects, hangings, statuary, allegorical murals, oak paneling or other treatments, supposedly lending an atmosphere of learning, let them become a strong support of the educational program of the school.

Well-planned exhibits covering a large area and allowing enough background space to set them off well are the best means for attracting attention. Space is most essential. Overcrowding is a curse of the life of the city inhabitant. We in schools are exposed to overcrowded classrooms, overcrowded lunchrooms, and overcrowded halls, as well as to the confused and crowded "ads" displayed in trains and cars. To and from school we pass an assortment of shop windows and building fronts of every size and shape. No where is there a resting place for the eye to absorb some beauty, quiet, order, or organized arrangement. Therefore, the first thing that a student or teacher on entering the school should see is a spacious, ordered, and well organized display to counteract the confused and mixed impressions and mental pictures formed on the way to school.

The museum rooms installed in most of the newer high schools are not so situated as to serve this purpose of reaching the entire school body every day during the entire day.

In Bay Ridge High School, housed in one of the older buildings in style and structure, the problem has been solved in a most successful way. A wall area in the central part of the main hall consisting of

LOUISE KAINZ

*Art Chairman,
Bay Ridge High School,
Brooklyn, New York*

250 square feet has been covered with celotex, and with it has been covered a wide assortment of panels and small areas that perviously made exhibits impossible. Now this wall has been transformed into an active and productive factor in the life of the school. The main corridor and the foyer help to centralize all of the school's activities. An informal place of learning has likewise been created.

Since class and school visits to museums and educational centers are necessarily limited and difficult to organize, it is important to bring museums to the school as far as that is possible. Museum services are expanding, and our huge new wall space is a daily challenge to us to bring dynamic and large exhibits to the school.

From the Museum of Modern Art, a showing of Art in Wartime was a splendid example of fine display technique. Large readable captions and explanations visible at a distance, with varied reproductions and well mounted material, helped to create a standard for exhibits new to the school. Such exhibits are inviting. Students were seen studying this exhibit at close range throughout the day. Many coming to school very early took time to study and enjoy this exhibit. The enforced waiting at the elevator gives faculty members a little time every day to stop and study the display.

Great satisfaction was expressed over a showing of thirty large, beautifully mounted reproductions from the Metropolitan Museum on masters of painting. Captions that we devised helped to make the student and faculty body aware of some of the prized possessions of this museum. Language classes found material of interest to them, based upon the various nationalities of the artists. English classes used them, and Art classes were given special time to study them. General regret was expressed when this exhibit was removed.

One must not, however, allow the school

to grow accustomed to an exhibit or to accept it as a permanent installation. The development of alertness and intellectual curiosity is possible only through varied and changing appeals. Results of our exhibits can best be measured in the expression of regret upon the removal of an exhibit and the disappointment upon viewing this huge empty space. Curiosity as to acquaint the school with the contemporaries to the Art Department to create and assemble timely exhibits reaching the interests of all the departments. One of our next exhibits will be a graphic one on "Publications—How Produced and Reproduced"—which will incorporate work of the English and Art Departments.

At present, a large exhibit of student work of the Major Art classes is helping to acquaint the school with the contemporary philosophy of art instruction. For "Parents' Night" this exhibit was particularly timely, demonstrating student power of expression as well as the joy and satisfaction to be experienced in creative work.

To keep these exhibits moving takes

much time, enthusiasm, and resourcefulness. Mrs. Madeline Bowles, in charge of this activity in our high school, not only plans and selects the exhibit material at the museums, but takes the responsibility for such important details as expressage, unpacking, checking, and finally hanging the exhibit.

To make the entire school aware of the value and usefulness of these exhibits, Miss Elizabeth T. Fitzpatrick, our principal, followed through with talks to the students in all the *assembly programs*, and in her message to the students published in the school paper stressed the need for every girl to set cultural goals for herself. She pointed out the opportunity of viewing these exhibits and of further exploration in the many cultural centers of this great city.

Although we cannot measure the results of such learning in terms of formal tests and ratings, we, as educators, know that self-initiated thought, observation, and reflection frequently leave deeper and more lasting impressions than assigned class work.

Improving Education Through an Activities Program

HERBERT WEY, *Principal, and*
MRS. HUGH S. DANIEL, *Chairman of*
High School Activities Committee,
Appalachian High School,
Boone, North Carolina

(Concluded from last month)

RECOGNITION AND AWARDS

The question of giving awards is one of the most controversial issues of school people today. We know that awards to a certain extent stimulate students to do things that they would not do otherwise, and yet it is true that students who work for these alone receive very little benefits from their activities.

With these facts in mind, Appalachian High School decided several years ago that all awards except one should be discontinued. This one award was to be the school letter "A", which was to be made to a student who was outstanding in scholarship, leadership, service, and participation.

In order to dispense with all other awards, it was necessary to eliminate such honors as valedictorian, salutatorian, senior superlatives, departmental medals, athletic awards, etc. In this way, one standard award become the ideal reward for excellent achievement.

The awarding of the school letter comes under the jurisdiction of the activities committee, which is made up of four teachers and two students. This committee makes the final decision as to whether or not a student will wear and will continue to wear the school letter. Nominations of students who are eligible for the award are sent to the activities committee.

A student may earn a letter in two different ways—for scholarship and leadership, and for a major activity.

In order to qualify for a school letter in scholarship and leadership, a student must be nominated by his homeroom teacher. This nomination is based upon the following achievements: He has a "B"

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average for the year with no single grade lower than "C". He has no unexcused absences. He is in the upper one-third of the class in good citations and has no more than three bad citations.¹ He has not had any time to make up for misconduct and has not had more than three tardies. He has passed a physical examination. The student has been an active member of two clubs for the entire year, with a minimum of nine activity points.²

As we have defined it in our plan for awards, a major activity is any activity which requires an average of three hours participation per week outside of class periods and which gives no credit toward graduation. Examples are athletics, paper staff, dramatics, music, etc. To be eligible for this letter a student must be nominated by the sponsor of the activity after achievement of the following requirements: He must have passed all of his work for the year, have submitted a record of health examination, have had no unexcused absences for the entire year, not have received more than three bad citations, must not have had to make up time for misconduct, have had no more than three tardies, and he must have been an active member of two clubs for the entire year.

It can readily be seen that in order for a student to wear a school letter, he must be in good standing socially as well as scholastically. This eliminates from the school letter group the athlete who comes to school for football and basketball alone.

The changes in the activities program are made by the activities committee whenever they think it necessary. The activities program and the point system have been under continuous change during the past eight years, and each change has been made because it was felt that it would improve the program.

Participation in extracurricular activities

¹Citation blanks are used as a means of character rating for each student. Students are given good citations when they do something of their own accord which merits recognition. Bad citations are given them when they do something to discredit themselves. These good and bad citations are discussed with the student by his homeroom teacher when he receives them. The parents are also notified of all citations, good and bad.

²The activity points are earned from active membership in clubs, by holding offices in any group, by being a member of athletic teams, by being a school representative to contests and meetings where school is represented, etc.

ties also counts toward a student's graduation. He is allowed to earn eighteen of the esventy-two honor points required for graduation from his extracurricular activities.

On the last day of school, the honor day program takes a part of the final assembly program, in which the students are recognized for their achievements in every phase of the high school activities. The sponsor of every activity such as debating, athletics, band, 4H work, FFA, etc., recognizes the outstanding students who have represented or brought recognition to the school during the year. This program is entirely in the hands of the activities committee and is culminated by the presentation of the school letters to those students who have reached this goal. Out of a student body of three hundred and fifty, approximately forty to fifty students earn school letters each year.

RECORD OF PARTICIPATION IN ACTIVITIES

As an activity grows and takes a greater place in the curriculum, it entails considerable record keeping. There is a necessity for recording all group memberships, leaderships, participation in contests, etc. This duty falls to several different groups. As mentioned before, the student secretary of each club keeps a record book which contains the names of the members as well as a record of the group progress and activities. Thus a new teacher sponsoring an old club, benefits by the record of past activities.

The homeroom teacher has the responsibility of maintaining each one of her member's activity records. This work is greatly decreased by a transfer sheet which is used in the spring, on which each activity sponsor puts the record of her members. This sheet is then sent to the homeroom teachers who record the information on the student's permanent record cards. The permanent record cards are then kept in the central office, and on these records is a complete history of the student's participation in extracurricular activities.

The record of any group contest such as the homeroom contests, which last throughout the year, is kept up-to-date by the activities committee and is put on charts which are posted on the central bulletin board.

STUDENT GOVERNMENT

The Student government plays a very

important part in the organization and maintenance of an activities program, as well as in phases of the curriculum.

Members of the Student Council are elected by the students. Each homeroom is allowed to elect members to serve on the Student Council. The upper classes are allowed to elect the largest number of members. In order to maintain a nucleus of membership to carry over for the next year, the council itself elects several members. In this way, the council is never entirely depleted of its old members.

The president of the Council, with the approval of his executive committee, designates members to serve on the Council, activities, guidance, handbook, and visual aids committees. The Council co-operates with the administration in setting up rules to govern the student body. Council members also plan and carry out most of the student recreation programs. It would take too much space to list here just what a good student government can give in the operation of a successful high school, but we consider it an indispensable phase of our school life.

RECREATION PROGRAM

The school offers a well-rounded physical education class program over a five-year period. To supplement this, there are intra-mural activities, inter-scholastic activities for both boys and girls, and parties and dances held in the evenings. The School Service Club has equipped the recreation room, which offers the students a place to relax and enjoy conversation, games, or dancing in their leisure time.

The Student Council organizes, conducts, and supervises school parties held at frequent intervals. This type of entertainment varies so that all students may participate and enjoy it. The homerooms and clubs sometimes hold their parties separately, sometimes as a unit. This gives the homeroom or club an opportunity to be molded into a more co-operative unit. Dances are held, both formal and informal. Pupils enjoy evenings of games and contests, picnics, and carnivals. This gives the students an opportunity to meet one another in various settings ranging from the very informal to the formal.

These parties are planned and carried out by the students themselves; thus the students not only receive the benefits of attending and taking part in the recreation programs, but they also receive that

training which comes from planning and carrying out this type of activity.

ATHLETICS

In many schools, athletics is the largest phase of the extracurricular activities program; however, because of the limited number of students who may participate in it, it is felt at Appalachian High that it should be just one of the many phases of the activities program. In order to earn the school letter in athletics, the student must meet the same requirements as a student who takes part in the editing of the school paper. This has not proved a handicap to our athletic teams, as they have maintained a better record in the seven years since this requirement was adopted than they had ever had before.

CONCLUSION

It has been difficult to give an adequate description of our activities program because of the fact that it is tied in with our regular curriculum in many ways. It is not only coordinated with the regular curriculum, but with our guidance program, and with our graduation program requirements which go to make up our point system.

We feel, however, that our school has been improved to such an extent through the introduction and maintenance of a good activities program that we are positively convinced of its value.

It is not our purpose to leave the impression that an activities program is a "cure all". Many students will find their main interests among the regular high school subjects that have been offered for years. The activities program is merely a means of satisfying the interests of a larger number of students and another means of educating all of the students.

Intramurals

(Continued from page 44)

successful if the school has what might be called a "school spirit" cup which may be presented at intervals throughout the year. The sports in this program may be given point values and these points added to the total class score in winning the cup.

A child, however educated, is still untaught if by his teaching we have not emphasized his individual character, if we have not strengthened his will and its guide and guardian, the mind.

—David Starr Jordan

Wildcat City

TWO years ago "Wildcat City," a city government whose officials are students, was instituted by the Student Council of Lake Charles (Louisiana) High School. "Wildcat City" is patterned after the city government of Lake Charles. Last year the program was the most successful one yet in achieving its purpose, teaching the students how the city government functions and how elections should be properly conducted.

At a school assembly, members of the student council reviewed the history and the purpose of Wildcat City. Then the council president divided the school into two parties, the Reds and the Blues, to increase competition and interest. There was a general registration day, when everyone who intended to vote registered.

At separate meeting places the two parties gathered to nominate students for the various offices of the government: Mayor, City Judge, City Marshall, Commissioner of Finance, and Commissioner of Streets and Parks. The nominees visited the city officials of Lake Charles, learned what was to be expected of them if elected, and then made speeches in their own party meetings. They told why they should be elected, and pointed out their qualifications for the offices.

After much campaigning, a party election was held.

The city newspaper became interested in the program and published stories and pictures concerning it. The radio station was interested also and gave the students a chance to explain "Wildcat City" to the public. A delightful program was given over the radio, with music, speeches, and explanations of the way the election was to be conducted. The program became a community project as well as a school project.

The candidates, five from each party, made speeches to the whole school and did all in their power to secure votes. The halls were plastered with posters and banners. Campaign flags were hung on the flag pole and from the top of the building. Slogans were devised for the candidate of each party, and music could be heard everywhere. This was furnished by the band, the chorus, and some of the candidates' friends singing or playing guitars.

MISS PAT POTTER

*Lake Charles High School,
Lake Charles, Louisiana*

After the students had finished a week of strenuous campaigning, the final election day came. The school borrowed ballot boxes and booths from the city, and official ballots were printed. Members of the Student Council acted as commissioners, and all of the registered students went to the polls and voted. Many were true to their own party, but some voted for the candidates they thought best, regardless of party. After the votes were tabulated and announced, the five elected officials appointed minor officials who were necessary to carry on an active and well-run city government.

At 8:00 o'clock on the morning of Wildcat City Day, cars rolled up to the City Hall, and the new officials walked into their respective offices to govern the city for a day. They took over all of the duties of the city government, and, with the help of the regular city officials, learned how to manage their offices and affairs. A council meeting was held, at which the regular city officials explained to the Wildcat City officials the various problems of the city government.

At school, excitement rippled through the air. No one knew just what was going to happen. An assembly was called. Into the midst of the students walked policemen, who had left their squad cars waiting outside. Summonses for certain students who were accused of "crimes" to appear at court that afternoon were read to the school. These students were rushed to jail in squad cars, locked up, but later released on bail.

Completely unexpected to the students, the fire trucks rushed out to the school in the early part of the afternoon. The fire alarm was sounded, and the students dashed from their classes. When the students were outside, they saw the fire trucks and their drivers, the new school firemen. These firemen had come to inspect the building. They made a thorough survey of the school, to be sure that it was in no danger. Thus the school firemen put to practical use the knowledge they had learned from the regular firemen.

When school was dismissed, all students went up town to the city hall to witness a trial at the court session conducted by the Wildcat City judge. At this time the students who had been summonsed to appear came before the court. Their lawyers presented their cases, and witnesses were called forth. After the defense attorney had finished his questioning, the "sentence" was passed upon the accused.

At the end of the day a dance was held at the high school gymnasium to climax the Wildcat City Day and to honor the elected officials.

The wonderful response to this program and the benefits received in the way of knowledge of city management were amazing. The students that were trained in this way will make better and more capable citizens than those who have had no first-hand, practical knowledge of city affairs.

Want to Know More About High School Journalism?

LAURENCE R. CAMPBELL
*Acting Dean,
School of Journalism
Syracuse University,
Syracuse, New York*

SOME teachers know a lot about student journalism; others don't. Why? They are specialists in some other field and have no occasion to explore the school press. Though you may know a lot about this field, you may want to pass on these suggestions to those who don't. Some times English teachers want to be better informed on the subject. Sometimes a beginner is thrust into the task of supervising student publications. In any event, these suggestions may be helpful.

1. Talk with experienced student publication advisers whose students and publications prove ability in instruction and guidance.

2. Skim through the 36 pages of "A Principal's Guide to High School Journalism" and then read such high school text-

books as those by Hoffman, Mitchell, Mulligan, Reddick, Spears and Lawshe, and the workbooks of Husted, English, Stratton, Hepner, Staudenmeyer.

3. Examine some of the standard college textbooks on journalism: *Interpretative Reporting*, *Editing the Day's News*, *The Newspaper and Society*, *Exploring Journalism*, *Outline Survey of Journalism*.

4. Leaf through periodicals in this field—Quill and Scroll, School Activities, School Press Review, Scholastic Editor; also examine Editor & Publisher, Magazine World, Advertising Age, and others.

5. Investigate services of school press groups (national, state, and sectional—their conferences, publications, critical services, and other activities).

6. Consider educational research in this field, including the conclusions of the National Survey of High School Journalism.

7. Talk with boys and girls who have attended the journalism division of the National Institute for High School Students.

8. Enroll in a course in journalism in a good school or department of journalism, including such courses as history of the newspaper, principles of journalism, elementary advertising, reporting, editing, and specialized courses on publications and publicity.

9. Look at representative high school newspapers, and note that the writing—though done by amateurs—is on the whole just as good and often better than that in writing courses.

10. Examine all phases of high school journalism with an open mind, eager to approach the possibilities realistically and constructively.

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Assembly Programs for November

The importance of the assembly in the public relations program of the school is often overlooked. Through "Pride in the Assembly," students develop "Pride in the School." The students are the most direct link with the homes, and their reaction to the school as a whole is reflected in opinions of their parents.

Invitations are often given parents to attend assembly programs in order to give them an insight into the work of the school. The practice of repeating programs in the evening for the benefit of parents is increasing. Often special programs or parts of programs are presented a second time before the Parent-Teacher Association, or at meetings of other community organizations. The repetition of programs in this way is not only valuable experience for students, but it helps to build up goodwill for the schools.

This year the schools in many sections of the country are facing a crisis and should emphasize a program of public relations. November seems to be an appropriate month to plan some assembly programs which should be of particular interest to the public. Any or all of the five programs for November which are proposed below could be planned in such a way as to be of real interest to the public.

POSSIBLE PROGRAMS FOR NOVEMBER

Nov. 4-8. A program developed around some theme related to the Election. (To be sponsored by the Social Studies Department).

Programs dealing with the National Election are presented every two years in a number of schools where they have become somewhat traditional. There are many plans which have been adopted in different schools. One type of program is a discussion assembly based on important issues which are being discussed in connection with the Election. Another is to organize the school into political parties which present their platforms in the form of a "Rally" assembly, to be followed by a school election to approximate the National Election as nearly as possible. Working out plans for an assembly connected with the Election is an excellent project for the Social Science Department. It is in accord with the present emphasis which secondary schools are giving to practical and functional training in citizenship.

Following is an account of "A Political Convention Assembly" which was held two years ago at the Oak Park, Illinois, High School. The account was submitted by Eugene Youngert, Superintendent-Principal of that school.

One of the most successful assemblies at the Oak Park High School is the quadrennial political convention staged by our two boys' debating clubs.

When the students enter the auditorium, the band is playing, photographers' bulbs are flash-

C. C. HARVEY

*Dufur Public Schools,
Dufur, Oregon*

ing, and, at the microphone, a news commentator is broadcasting the details of the occasion and calling attention to celebrities in the audience. Scattered over the hall are members of the clubs holding printed signs of the various states and territories.

As soon as the student body is assembled, the chairman raps for order and calls the Republican (or Democratic) National Convention to order. Then follows a streamlined convention: introduction of permanent chairman, reports of committees (one or two, including credentials), reading of platform, roll call on nominations for president, balloting for president, nomination on second ballot, adjournment.

Many details add excitement and humor: the news commentator grasps every opportunity to introduce celebrities, both political and otherwise who say "a few words" and often steal the show temporarily; the delegates who respond for each state speak in appropriate dialects and inject a word or two of local pride; an angry delegate demands a poll of his delegation; the nominations include, besides the three or four most likely candidates, at least one teacher and one other humorous candidate; the band plays appropriate music—just a few bars—when each candidate is nominated; after the nominating speech for the leading candidate, (the one who is to be nominated on the second ballot) the band leads off a procession joined in by the delegations from six or seven of the states.

Preparations for the assembly are not very arduous. The members of our debating clubs are the leading boys of the school, bountifully equipped with both intelligence and initiative. One is assigned the job of assembling and rehearsing the band (six or seven pieces); others are assigned the main speeches; one committee prepares the placards, another decorates the hall. The boys look over newspaper reports of previous conventions and are able to get all necessary details. For the speeches, they often use whole paragraphs from real speeches. One rehearsal of the ensemble is ample.

The time element is important. Nominating speeches should be about three minutes long; everything else is scaled to that figure. The program can be finished in forty minutes.

We have found it helpful to have announcements made in the homerooms by the leading boys of the school, who explain that for this assembly period we are all going to be Republicans (or Democrats), and that active co-operation on that basis is requested. The students always re-

spond with great enthusiasm and enjoy what many think is the best assembly of their four high school years.

Nov. 11-15. *National Book Week Program* (To be sponsored by the English Department or the Library), or *American Education Week Program* (To be sponsored by the American Education Week Committee).

Book Week and A E W are again observed simultaneously this year. Two separate assemblies could be planned for the week, or a combination program might be arranged.

Information for use in a Book Week Program may be secured from the Children's Book Council, 62 W. 45th St., New York, N. Y. The theme for 1946 is "Books Are Bridges." Here are some suggested headings for discussion, displays, and publicity. "Books Are Bridges: To Lands Around the World. To an Understanding of Other People. To Realms of Imagination and Joy. To Facts and Information. To the World of nature. To the Wonders of Science and Industry. To Growing Up with New Experiences. To Sources of Fun and Entertainment. To an Appreciation of the Past. To the Building of the Future."

Following is an account of a "National Book Week Program" which was presented at the Capitol Hill Junior High School, Oklahoma City, Oklahoma. The report of the program was contributed by Miss Ruth Redwine, Director of Activities in Capitol Hill Junior High.

For a number of years our library has sponsored an assembly during National Book Week. An account of one particularly successful program might prove helpful to teachers in planning an assembly designed to arouse interests in books.

About a month before the assembly each homeroom was asked to submit to the librarian a list of favorite books. Then, a list of about seventy-five of the most popular books was compiled and sent to each homeroom. From this list any homeroom which wished to do so selected a book to be responsible for in assembly. With the approval and assistance of the librarian, each homeroom selected a character or scene to present. Each room was responsible for properties and costumes. All scenes and characters were kept secret because a contest in guessing the correct titles and authors was planned for the students who attended the assemblies.

Because of overcrowded conditions in our school, it is necessary to present each assembly program twice. Usually the same program is given both times, but for this program fifteen books were given one day and fifteen the next. This meant more students participated in the programs, and the students in the second assembly didn't have an opportunity to check on authors' names or titles of books. At each assembly students turned in slips of paper listing the titles and authors they have been able to guess. A seventh, eighth, and ninth grade winner was chosen for each assembly and presented a book for a prize.

For the presentation a piece of beaverboard was cut and painted to represent an open book, and the characters stepped through this opening and either acted out bits of the story or posed in order to suggest the book's title.

A general chairman made all necessary announcements and two boys in costume acted as pages and stood at either side of the book. A spotlight was used from the projection booth.

For the first assembly the numbers were: *Captain Danny*, *Tom Sawyer*, *Little Women*, *Sherlock Holmes*, *The Young Revolutionist*, *The Little Minister*, *Buckaroo*, *The Girl in White Armor*, *Chi-Wee*, *Singing Cowboy*, *Emmeling*, *The Ransom of Red Chief*, *Big Enough*, and, *Robinson Crusoe*.

For the second assembly these books were presented: *Huckleberry Finn*, *The Cat Who Went to Heaven*, *Chi-Wee and Loki*, *Kidnapped by Air*, *Ho-Ming*, *Falcons of France*, *Katrinka*, *Daniel Boone*, *The Youngest Rider*, *Sewing Susie*, *Treasure Island*, *Daddy Long Legs*, *Rebecca of Sunnybrook Farm*, *Mrs. Wiggs of the Cabbage Patch*.

As the all-school play was to be presented the next week, the last book at each assembly was *Penrod*, the title of the play. This afforded an excellent opportunity for advertising.

Materials which will be found helpful in arranging an assembly for the observance of American Education Week may be purchased from the National Education Association, 1201 Sixteenth St. N. W., Washington, D. C. The theme for this year is "Education for the Atomic Age." Topics for each day in the week are: Sunday, Nov. 10—"Practicing Brotherhood." Monday, Nov. 11—"Building World Security." Tuesday, Nov. 12—"Facing New Tasks." Wednesday, Nov. 13—"Developing Better Communities." Thursday, Nov. 14—"Strengthening Home Life." Friday, Nov. 15—"Investing in Education." Saturday, Nov. 16—"Promoting Health and Safety."

A program which might be practical for AEW is a forum discussion of the theme, or one of the topics suggested for the day-to-day observance. A program of this type was presented last year during AEW at the Rushville, Indiana, High School. A report of this program was written by a student committee consisting of Maxine Miers, Theresa Duffy, and Maxine Maple, and is given below.

In observance of American Education Week last year, six students of the senior English class presented a panel-forum discussion for the regular weekly assembly. The topic discussed by the speakers and audience was "Improving Economic Wellbeing."

Betty Glendenning, the chairman, led her colleagues in reviewing the points considered necessary for improving the economic welfare of the people of the United States, as well as those of other countries.

The members selected as their subtopics: Food,

Clothing, Housing, Health, and Education. Maxine Maple told of the large number of citizens who live in poor dwellings; many of them without electricity, suitable heating for their homes, and other modern conveniences. The importance of clothing was discussed by Mary Lou Miller. It was suggested that ex-service men dye their uniforms and wear them until the clothing shortage is relieved. Many startling facts on health conditions in the country were contributed by Maxine Miers. A system of socialized medicine was suggested as one remedy for this situation. Lillian Miller reviewed the importance of education in improving economic wellbeing.

The discussion was summarized by the statement, "We can plainly see that if the Nation does not do something about the education and economic problems, there will be little chance for us in the postwar world." Perhaps the most valuable part of the program was that in which the audience participated. Many other ideas were advanced as well as many of the points previously brought out by the members of the panel discussed.

Nov. 18-22. A program to advertise the Junior Red Cross (To be sponsored by the Student Council or some other leading school group).

Usually One week in November is set aside for enrollment in the Junior Red Cross. As there are important events connected with the other three weeks this year, perhaps the third week in the month is the best time to feature the Junior Red Cross. Then, too, there is generally some other activities occurring about this time which can be worked into an assembly built around the activities of this organization. Community chest campaigns, bond drives, or any welfare project can be related to the work of the Junior Red Cross. Health and safety are other topics which are related to the Junior Red Cross which are prominent about this time of the year.

An account of a program which is suggestive of what might be done has been sent by Mr. G. W. Kirm, Principal, Abraham Lincoln High School, Council Bluffs, Iowa. It follows.

The Abraham Lincoln High School has an aggressive Junior Red Cross chapter. Each year a number of assemblies are presented to the student body to acquaint all students with the work of the organization, to enlist membership, and to arouse interest in the projects completed by the Council.

This particular assembly was in the form of a model Council meeting. The stage was set with tables and chairs and decorated with posters, the treasury flag, and representative projects such as portfolios, gift boxes, place cards, and graphs of activities. The officers and members of the Council were seated on the stage to represent one of the usual meetings. The regular business of the Council for the month was conducted in regular order. Reports were given on the activities of the Council including Accident Prevention, First Aid, Home Nursing, Gift boxes,

International School Correspondence, Water Safety, Disaster Relief with Disaster Maps, Production for the Armed Forces, Sale of War Stamps and Bonds, Salvage Collection, and local, national, and international services of all kinds.

At the conclusion of the program the President of the Council summarized the work of the chapter, integrated the projects to give a general idea of the purposes of the organization, and stated briefly the philosophy of education which this project exemplified in the general program of the school.

The assembly maintained a high interest because it was concrete, definite, and related to activities in which the entire school had participated. It was stimulating because it presented some of the best work done by the Council. It stressed not primarily the finished product but sought to develop within the students a social consciousness which should bear fruit in adult life in a more active and intelligent support of the great social institutions of America.

Nov. 25-29. Annual Thanksgiving Assembly (To be sponsored by all homerooms of the school).

Thanksgiving, Christmas, and Easter are the dates on the school calendar when programs of a semi-religious nature are presented in most of the schools throughout the country. Many of the programs are first given in assembly and

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afterwards repeated in a performance for the public. Thanksgiving offers an excellent opportunity to emphasize certain themes as well as to express appreciation for our blessings.

Following is a description of a Thanksgiving assembly presented at the Ellicott City, Maryland, High School in November 1945. It was contributed by Miss Eleanor M. Dries, Student Counselor.

Our junior and senior high grades combined resources to present a number of scenes captioned "America, the Beautiful" for the Thanksgiving assembly last year.

The song "America, the Beautiful" was sung by one of the students to a piano accompaniment. It provided a quiet and reverent atmosphere for the following pageant-like program:

"The Harvest Scene" showed a freshly-cut wheat field. The scenery in the background corresponded to the first stanza of "America, the Beautiful." The boys were dressed in overalls, plaid shirts, and straw hats. The girls wore gingham dresses and sunbonnets and carried flower baskets. The wheat gatherers stopped to view the beauty of the countryside, and appeared to carry on a conversation until the curtain fell.

When the curtain rose again, the characters were dressed in traditional Pilgrim costumes. There was a ship in the distance, and "The Landing of the Pilgrims" was recited by one of the students.

Another scene, "Giving Thanks," was based upon a Thanksgiving dinner with the family, in modern dress, seated around the table.

In "The Feast of the Tabernacles," we saw a Hebrew boy giving thanks before an altar adorned with his offering while his father read. Both characters were dressed in loose robe-like garments.

An altar piled high with food was the center of the "Greek Harvest Festival." Several Greeks bearing torches were posed as though marching around the altar.

Four Pilgrims "On Fowling" were posed in the next scene in the act of hunting and shooting wild fowle.

"The First Thanksgiving" showed Pilgrims and Indians in the act of praying. The students wore the usual Pilgrim and Indian costumes.

Next, in "Lincoln's Thanksgiving Proclamation," a student representing Lincoln, stood looking at the Proclamation which he held in his hands.

In the "I Am An American" scene, students portrayed different types of Americans and told why they were thankful they were Americans. The chorus sang "I Am An American," and the curtain closed. The assembly was closed with everyone singing other patriotic songs.

For other accounts of successful Thanksgiving assembly programs, as well as others appropriate for presentation in November, see former numbers of *School Activities*.



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News Notes and Comments

As in previous years, *School Activities* readers will be given a complete analysis of the current high school debate topic, by Harold E. Gibson, Debate Coach of MacMurray College, Jacksonville, Illinois. The affirmative side will be presented in the November number.

Hallowe'en Helps

Each year, Hallowe'en party suggestions are offered by The National Hallowe'en Committee, 152 East 42nd Street, New York 18, N. Y. This is a non-profit organization formed to encourage the staging of parties for servicemen.

Rural Communities Will Like This Play

"Back to the Farm," by Merline Shumway, has everything—strong appeal for education, fascinating plot and clever lines, abundance of both humor and pathos, attractive parts for all the cast, easy costumes and settings, no royalty charge, and copies at nominal cost. Cast calls for six boys and four girls. Price 10c per copy. Order from *School Activities*.

A State H. S. Activities Association Expands

The Kansas Association for Youth, a new organization created for the purpose of stimulating high school club activities for boys and girls, has been launched by the Kansas State High School Activities Association. A full-time supervisor is in charge.

Black, Harold Garnet, *The True Woodrow Wilson: Crusader for Democracy*. 158 Fifth Avenue, New York: Fleming H. Revell Company, 1936. Price \$3.00.

Readers of *School Activities*, especially those concerned with all aspects of democracy, will be interested in this biography of Woodrow Wilson. Its author, Dr. Harold Garnet Black, is a member of the faculty of Hollywood High School and has taken the lead in developing many activities in California Secondary Schools. He has contributed several articles to *School Activities*.

Dr. Black has succeeded well in his plan to give in most readable form an authoritative, factual, well-rounded, and impartial account of a notable but greatly misjudged American. The result is a fascinating recital which deals in detail with all phases of Wilson's career, educational, literary, and political—a story which will appeal to his friends and enemies alike, for no attempt is made to disguise his errors or faults.

Appropriate space is given to Wilson's educational ideals and contributions to education

as teacher at two colleges, professor at Princeton University, and later as President of Princeton University. Woodrow Wilson was a "Crusader for Democracy" in education as well as for political democracy throughout the world. Both teachers and students will profit and gain inspiration from reading this biography of one of America's greatest Presidents, educators, and world leaders. The introduction to the book was written by Franklin D. Roosevelt. —C. C. HARVEY

Plays for American Education Week

Two plays have been made available for American Education Week programs by the NEA. The one for elementary grades was written by Professor Solomon Simonson of Iowa State Teachers College, Cedar Falls, Iowa. It is entitled *The Circus or the Jungle* and symbolizes the need of cooperation among the nations. 25c.

The junior and senior high school play, *America—Unlimited*, was written by Lydia Ickler of the Philadelphia schools. It features the brotherhood theme. 25c.

These plays are appropriate for use during the entire school year.

Order direct from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Eight hundred fifty-two delegates from student councils of 127 secondary schools in 14 states of the South registered at the Southern Association of Student Government's eleventh convention which was held in the Little Rock High School on April 11, 12 and 13.

The three day convention program included four general assemblies, forty-eight discussion groups and numerous social events.

Has Noon-hour Assemblies, Too

Central High School, Oklahoma City, has three types of assembly—regular, pep, and noon-hour. All are under the direction of a student council committee.

Alumni No Longer Bidding for Athletes?

AMHERST, MASS.—Dr. Francis J. Brown of the American Council of Education recently told the 31st National Conference of the American Alumni Council that American universities and colleges "have changed from a sellers' to a buyers' market."

Speaking at the opening dinner, Dr. Brown said:

"For decades, one function of alumni, often

placed too high in the priority list, was to seek our students—and athletes—and encourage them to go to good old Alma Mater. Today the problem is find a place in Alma Mater for their own sons and daughters, to say nothing of those of their friends."

Dr. Brown predicted that 750,000 veterans would be enrolled in the country's colleges by September, and said 3,000,000 had made applications up to July 1—"more than three times the number originally predicted as the maximum under the full nine-year program of G. I. education."—*The Journal of Education*.

Scripts and Recordings For American Education Week

Educational interpretation is one of the major programs of American Education Week, November 10-16, 1946. Radio offers an effective medium for taking the message of the schools to the public. The NEA has made several recordings and scripts available for the use of local radio stations.

1. *Deadline for Living*—A 14-minute transcription on the general theme on one face of disc. *Ten One-Minute Spot Announcements* on daily AEW topics are on the other face of disc. 33-1/3 rpm. \$10 per copy.
2. *Set of Six 4½-Minute Transcriptions on First Six Daily Topics*. 33-1/3 rpm. On one disc. \$10.

Radio scripts are also available for use as skits over school record-playing systems and radio.

1. *Deadline for Living*—A quarter-hour radio script dealing with the general theme for AEW 1946. Same script as the recording described above. 25c.
2. *Set of Seven 4½-Minute Radio Scripts on Daily Topics*. Includes safety script. 15c each. \$1 per set of seven.

The titles of the recordings and scripts on daily topics are:

1. Brotherhood Is Not Just a Word
2. World Security
3. New World—New Tasks
4. Community
5. School in the Backyard
6. Dollars and Sense
7. Safety—La Zelda Speaks!

Order from or obtain information from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Going to Hold a Carnival?

How to Plan and Carry Out a School Carnival by C. R. Van Nice, supplies the plans and anticipates the problems of a school carnival. Price 50 cents. Order from *School Activities*, 1515 Lane Street, Topeka, Kansas.

The first, and possibly still the only, high school in the nation to own its own airport is the Shelby County School of Aeronautics, Whitehaven High School, Memphis, Tenn. The landing field and parking space closely adjoins the school buildings. —*Secondary Education*.

From Our Readers

Editor, *School Activities*:

Our high school has an enrollment of four hundred students. We are planning a yearbook for next spring and are seeking information concerning the various methods of publishing such a book—their cost, relative merits, etc. Can you send us a list of the firms which specialize in this field?

Very truly yours,
Hardeman Crowl
Eureka, Mo.

We can, and did. And just here is a real need. We should like to publish several articles this year right along this line. If YOU have had experience, why not write it up for others who have not had it? Thanks.

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How We Do It

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Items in Brief

HALLOWE'EN CARNIVAL IS IMPORTANT SCHOOL EVENT

The Community High School of Bluffs, Illinois, conducts an annual Hallowe'en Carnival that not only provides entertainment for patrons and students and minimizes the number of pranks which usually occur during the evening, but also provides a source of revenue for school activities.

The student council has charge of the Carnival and allots one concession stand, or show, to each school organization. No group may set more than ten cents as admission fee or cost of any article for sale. Examples of concessions and their sponsors are: The Home Economics Club sponsors a food booth and sells sandwiches, cake, and pie. The Future Farmers of America has a turkey raffle. The Girls' Athletic Association constructs a haunted room complete with skeleton. The Dramatic Club sponsors a "night club" whose floor show features the local student talent. These are just a few of the varied types of concessions that lend a carnival atmosphere to the occasion.

Before the Carnival begins, there is a Hallowe'en costume contest sponsored by the Parent-Teacher Association. Prizes are awarded for the most unique and original costumes. The climax of the evening is the crowning of the carnival queen, who is elected by popular vote of all those who attend.

The Hallowe'en Carnival is one of the most popular and eagerly awaited activities of the school year. The students enter enthusiastically

into the task of making each succeeding carnival a more gala event than the previous one. It is important, too, from the financial angle as it gives the activity budget a big boost.—DOROTHY P. BEACH, East St. Louis, Missouri.

GROSSE POINTE'S COMMUNITY HALLOWE'EN NIGHT PARTY

Each year youth of Grosse Pointe, Michigan, put on a Hallowe'en night party with the approval of parents, school, and community. The adult groups help financially, but the actual planning and arranging is done by high school age boys and girls. This party is typical of many such parties sponsored by numerous communities, but it had its origin in a way that makes it somewhat unique.

About six years ago on Hallowe'en night, a group of boys started to the weekly Hi-Y meeting held in the high school building. But without any warning, someone in authority had ordered all the doors locked, fearing vandalism during the night. As the group of boys, already congregated outside the school, tried to figure out something to do—as in many communities, there was nothing planned for them—they found their number greatly augmented by others "just drift-in" who saw a group and joined it. Finally, they decided on a bonfire, went to a nearby lot, built their fire, and prepared to settle down to an informal party such as only a spontaneous gathering of kids of high school age could stage. But the police, suspecting the worst, interfered, put out the fire, and ordered the boys to go home. Needless to say, they didn't go home, but instead did a snake dance down one of the streets—noisily to be sure. That was too much for the police, and they started picking up the leaders and taking them to jail.

The only result was to start the snake dance toward the jail, and the mob ended up outside the jail, taunting the police, cheering, laughing, and threatening—absolute bedlam, of course. And the police finally resorted to tear gas. To Detroit, in general, to many of the parents, and, certainly to many of the school authorities, the evening was a symbol of lawlessness and failure. Failure it certainly was, that even the boys and girls admitted. It was the failure of the community to arrange any sort of community activity or to allow an unplanned celebration at the cost of some noise and a few trampled lawns. So Grosse Pointe youth found itself in the editorials of the metropolitan Detroit papers. We were severely lectured at school all day. And parents looked at children and wondered.

The result was a discussion in the student affairs committee of the public high school. This committee, made up of students holding the most

important positions of the school and a few faculty sponsors, discussed the problem. Since the problem was obviously community-wide, all students on the committee urged that the private and parochial schools be contacted. As a result, invitations were sent to each of the other schools, requesting them to choose a representative to meet with other representatives to discuss a possible solution to the problem. Each of the schools readily accepted the proposal, and the inter-community committee was formed. After some discussion, the committee decided on the community-wide party.

Thus, each year the community Hallowe'en party is planned and run by a student committee which is changed annually. The committee works with the school principals and certain civic organizations. Students choose the band which is to play, arrange for street lighting, plan the program and refreshments, arrange to party. The adults advise and assist, but it re-have the streets blocked off, and publicize the party. The adults advise and assist, but it remains a young people's party rather than just a party given for "children."

One of the most encouraging things about this community party is the fact that representatives from all the schools have been eager to work together and have shown their ability to do so. At the party itself students from all the schools mingle and get better acquainted than they have ever before. It is at least a good step

toward community unity.—LUCILE BARNES, University of Michigan, Ann Arbor.

INTEREST IN DEMOCRACY IS AIM OF JUNIOR STATESMEN

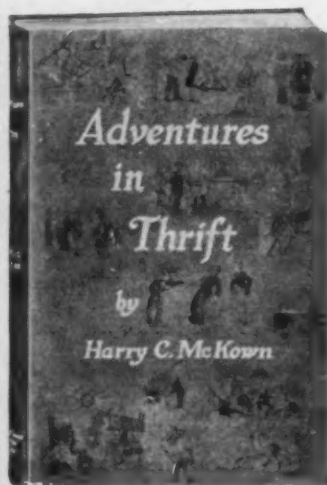
The Junior Statesmen Club of Glendale, California, High School, is the greatest factor on the school campus for interesting boys and girls in "the American way of life," raising the moral standards, and developing for the nation of today and tomorrow a finer, nobler group of vitally interested citizens.

Chartered in 1942, as a chapter of the Junior Statesmen of America organization, it has as its motto, "Make Politics a Noble Profession." And after all, why should politics not be a profession just as well as medicine, engineering, law, or any of the other so-called professions? What more essential than developing an honest and responsible citizenry; of creating a high-minded and dynamic leadership?

Club membership—limited to forty—is opened to all boys and girls, who have a scholastic standing of not less than a C average, maintain a high citizenship record, and demonstrate a vital interest in government. Application for membership is made in writing. Every applicant is carefully passed upon by the Executive Board, which consists of the elected officers and the teacher-sponsor.

The Executive Board may drop from mem-

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bership any one who is absent, without sufficient cause, from any two meetings of the chapter during the semester. The chapter may expel from membership anyone who violates the rules of the organization or who engages in conduct unbecoming a Junior Statesmen.

Before the elected officers may enter upon the duties of their respective offices, they are required to take the following oath:

"I do swear (or affirm) that I am not a member of any organization which plans to overthrow the American form of democratic government, and that I will preserve, protect, and defend the Constitution of the United States of America and the State of California. I will neither accept a bribe nor shield the breaker of the law, but will expose fraud and graft at all times. I pledge just treatment for everyone and will faithfully and honestly discharge the duties of my office to the best of my ability."

Regular club meetings are held on Thursday during the school advisory period. Special meetings are held after school. Once each semester there is a social gathering, usually in the form of a banquet in the fall and a buffet supper or barbecue in the spring. Last semester the banquet featured the state convention of the Junior Statesmen of America held at San Francisco, taking as its theme "Convention Memories."

During the present school year, the chapter members have led in victory projects, encouraged students to run for student body offices, elected two of their members to the cabinet, studied the work of the United Nations Organization, followed the election affairs in the state and nation, and achieved a position of leadership on the campus. They have made a first hand study of their city and county courts and interviewed a number of their local officials.—FRANCES N. ABL, Glendale, California, High School.

"BAND SPONSOR" IDEA PROVES SUCCESSFUL AS MONEY RAISER

How to pay for new band uniforms that would cost a total of \$4,000 was a problem that was met in a number of ways at East High School, Cleveland, Ohio, this last year. An all-school "May Hop" dance, a junior-senior basketball game, operetta profits, a student-council backed sales tax stamp drive for \$1,000 from returns on Ohio tax stamps, and the school fund—largely built up from noon movie admissions—will pay for most of the bill to replace the eleven-year-old uniforms.

But an unexpectedly successful project of only a few weeks length produced approximately \$500 in gifts from alumni, parents, friends, teachers, the P.-T. A., club and homeroom groups, and others. Suggested by Miss Grace A. Martin, dean of girls, the idea was to invite friends of the band to become sponsors, in the way that public-spirited Clevelanders sponsor the Cleveland Orchestra, the Museum of Art, or

the annual opera through memberships or sponsor gifts. A one-dollar contribution was set as the sum to make one a band sponsor, and gold sponsors' ribbons were printed in the school printshop. In addition, sponsors were special guests at the first performance of the annual operetta on May 16.

Band members pledged themselves to bring in two sponsors each from outside the school, and the campaign was launched with publicity in the school newspaper and an assembly program for the whole school in which student speakers and others participated, telling what had been done to raise uniform fund money and how this Band Sponsor program would be managed.

A picture and story in the *Cleveland Press* gave wider publicity to the sponsor idea, and a stream of money poured into the school. One homeroom turned over its entire treasury of \$35, clubs and other rooms contributed from \$1 to \$5, families sent in checks or money, the P.-T. A. produced \$24, alumni—some of whom had once played in the band—sent from \$1 to \$10, and one junior high school in the district sent in \$25.

To keep school interest going, the Journalism I class produced a daily series of public address broadcast skits that went to all homerooms, and cards recognizing club and homeroom gifts—

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with sponsor ribbons beneath them—were placed in the main hall bulletin case.

Originally it was thought that the project might produce \$250, and 250 sponsors' ribbons were printed. But the enthusiasm of the response made two further printings of ribbons necessary.—EVAN LODGE, Chairman of the English Department, East High School, Cleveland, Ohio.

GIRL RESERVE CLUBS ON OAHU HAVE VARIETY OF ACTIVITIES

Of the twenty-nine Girl Reserve Clubs on Oahu, eighteen of them are organized in the high schools of Honolulu, and eleven in the rural towns of Ewa, Waipahu, Aiea, Wahiawa, Waiialua, Kahuku, and Kaneohe. They help 1,100 girls to provide good times for themselves and find ways to serve their schools and communities.

Besides picnics, sports, parties and dances, which Girl Reserves plan to meet their needs for wholesome social life and recreation, each club plans sales or bazaars to raise money for helping people in other countries through the Y. W. C. A. Fellowship Fund. They also help needy people in their own community through service projects for hospitals, kindergartens and Junior Red Cross. This concern for other people shows that Girl Reserves put their religious ideals into practice and develop friendly, unprejudiced attitudes toward all people.

During the football season, several clubs made pom-poms of their school's colors and sold them to the student body.

Some Girl Reserve clubs have joint meetings with the boys' Hi-Y clubs every week, where plans for both clubs are discussed. At present, they are planning a comical skit and a joint forum on boy and girl relationships.

The Hui Kipa Alohas (Anyone is always welcome), Junior Misses, Hui Mililanis, and the Blue Triangle are only a few of the various groups whose activities include: serving at luncheons for club advisers, putting on plays at hospitals and at Army outposts, taking part in the Y. W. C. A. pageant, helping to decorate school buildings, creating Christmas spirit through caroling in school halls, and making tray favors for hospitals and Christmas stockings for the children of the free kindergartens. In addition to this kindly service to others, many groups will enjoy Christmas parties and dances which they have planned carefully and thus acquire the ability to be good hostesses.—JANET LANDGRAF, Journalism Teacher, McKinley High School, Honolulu, Hawaii.

OUR CONTEST IN HOMEROOM ACTIVITIES IMPROVES SCHOOL

Over a period of years there has been unorganized competition among homeroom groups in our high school which did not always lead to the best results. The activities contest was introduced in order to take advantage of the rival-

ry among the rooms by organizing, administering, and seeing that the results of this competition were of the right nature.

The activities committee, composed of six faculty members and two students, sets up all rules and regulations for the homeroom activities contest. The committee does all of the evaluation and makes the final decision in case of dispute.

The competition among the homerooms takes two forms: first, as contests among the homerooms; second, as projects undertaken by the homerooms as a group. The contests and the number of points are decided upon by the activities committee. As there are seventeen homerooms, the first-place winner in most of these contests is given seventeen points and the points for the other rooms are scaled from seventeen. Other types of contests are also included where the contests are rated according to the amount of participation of the homeroom.


Contests carried on last year were for magazine sales, monthly and daily attendance, bond and stamp sales, contribution to the Junior Red Cross and welfare agencies, and intramurals.

The second form of competition, the carrying on of projects, consists of projects selected by the homeroom groups themselves. Each homeroom undertakes two major projects during the year, with a maximum of twenty points for each project. Upon completion of the project, a report is submitted to the activities committee by the homeroom officers, and the committee evaluates the project on the following bases: nature of the project, length of time for completion, number of homeroom members participating, amount of time spent on the project outside of school hours, difficulty and success, and if a project to raise money, how the money was raised and used.

Examples of some of the projects under way now are: five homerooms have completed painting and decorating their rooms, and others are planning to do the same thing; one room has sold season tickets for the athletic department; several have raised money and purchased equipment for the school; others are engaged in landscaping of the school grounds; one collected and repaired clothes to give to the needy; almost all rooms are presenting an assembly program during the year; some of the rooms are assisting in community projects; and one is planning goodwill tours to other schools.

The accumulation of each homeroom's points

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is kept on a large chart and displayed on the hall bulletin-board. At the end of the year, the homeroom having the greatest total will receive recognition during the honor day assembly program, at which time a banner will be presented to the group. The winning homeroom will be permitted to display the banner during the coming year. It will designate the group as the most active and outstanding in the school.

These projects and contests are improving the homerooms as individual groups, and they are improving the school as a whole. The results fully justify the existing friendly rivalry, which is not among individuals, but among groups.—RUBY D. DANIEL, Chairman of Activities Committee, Demonstration High School, Appalachian State Teachers College, Boone, N. C.

OUR JUNIOR HIGH NEWS OF THE WEEK BULLETIN-BOARD

A new spotlight in the main corridor across from the auditorium in Wilbur Wright Junior High School, Cleveland, Ohio, focuses one's passing attention to the "News of the Week" Bulletin-Board.

A large, 36" x 48", black and white political world map is heightened with attention-getting arrows. Six arrows, each four inches long, conveniently point out the location of an important event. The round base of each arrow lead has a number on it, from one to six. This number corresponds to a similar number found thumb-tacked over a three to five sentence explanation of the event. The six typed explanations are placed along the borders of the map.

Each typed event has the reference from which the news happening was taken, namely, local newspapers, radio stations, or weekly news magazines. The contributor's signature follows.

The arrow leading to an event is frequently embellished with a four-inch pencil or pen sketch.

A 9A special studies class of forty-one students provides the mental, mechanical, and artistic machinery necessary to carry on this project. Each member turns in on Monday of each week, one or two news events, properly annotated, to an editorial committee of three students. This committee is responsible, outside of class time, for the selection of six important world news events. Our student typist then prepares the copy to fit in a proper place on the bulletin-board. Two class artists prepare pen or pencil sketches, and are responsible for board placement. This refurbishing is completed for the week by Tuesday noon.

A student secretary takes care of the checking of details. She sees that each member of the class has a news event, properly annotated, each week. She records the names of board contributors and then tries to have this spread include all members of the class by the end of the semester.

No direct mark is given students for this work. It is purely a service activity. The class enjoys the distinction. Individual publicity is given by having the typed contributor's signature following the news event. Their news is in the spotlight.—CLARENCE KILLMER, Wilbur Wright Junior High School, Cleveland, Ohio.

WE RECCOMEND A "KNOW YOUR SCHOOL" PROGRAM

As in most modern schools, key words at Wilson Junior High, Erie, Pa., are "co-operation" and "working together." To emphasize these words in a concrete way, a "Know Your School" program is put on in the early part of October. This program represents the combined efforts of teachers and students, with the publicity and reception angles taken care of by the Parent-Teacher Association.

The evening starts with teachers greeting the school patrons in the classroom between seven and eight o'clock. Importance is not placed on displays of student work but on the social aspect of a meeting of the people interested in the students' total well being. Any bulletin-board or displays arranged usually have to do with the aims of the courses and type of work going on rather than on individual effort. For example, last year the English Department had the Mirrophone machine available for use by the parents. So many of the patrons were intrigued by hearing their own voices that we will probably have this same piece of equipment as well as others this year.

At eight o'clock the activity shifts to the auditorium. The Orchestra, the Glee Club, and the Chorus have always been on the program in some phase or other and this year was no exception. In addition, various departments sponsored individual numbers. The Cabinet (co-operative government body) held its regular meeting on the stage. The staff members of our school paper demonstrated their activities in producing a paper. "Science in Daily Living" and "Geography in Daily Relationships" were two other parts of



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the auditorium program. "News and Views of Daily School Life" was the flashing on the screen of photographs taken in various classes.

This type of activity early in the school year serves to make all of us more aware of our part in co-operative community living. We recommend such a program to other schools.—MARGARET A. KUHN, Wilson Junior High School, Erie, Pa.

GRAND ISLAND SCHOOLS GO ON THE AIR WITH STUDENT FORUMS

Last year the Grand Island, Nebraska, Public Schools inaugurated an activity which combines practical experience with actual classroom procedure. We arranged with KMMJ, the local radio station, for a series of broadcasts in which groups of students discuss questions of current interest. Discussions are patterned after the Town Meeting of the Air and the Chicago University Roundtable, although they do not follow either in every detail.

They are open forum discussions in which students sitting before the microphone are free to express opinions on matters of public interest. Each Saturday morning from 9:30 to 10:00 this feature, known as "The Student Forum," is heard over KMMJ. Different teachers take turns conducting the forums and, of course, in each broadcast use students whom they have in either a class or other activity. Most teachers find that five or six students constitute the ideal size group.

A schedule was prepared for the entire year, and each teacher knew ahead of time when his turn was coming. This gave each teacher an opportunity to get his group prepared, but neither notes nor prepared speeches were used in the forums. All remarks must be spontaneous. Frequently points are raised in the discussions which have never been thought of before.

Students who expect to participate in a forum have real motivation for thorough study of the question to be discussed. Rivalry for places on the forum is keen, and many students work hard to merit selection. At first it was thought that only upperclass students would be able to present creditable programs. However, when junior high students were given the opportunity, it was learned that they could produce programs just as interesting as the older ones. Even an elementary school group appeared in March.

During the year many significant topics dealing with matters of local, national, and international events and questions were discussed. Reports which came to the schools and to the radio station indicate that the programs have an increasingly large and interested audience.—E. E. CARSTENS, Chairman of Committee on Forum Discussions, Senior High School, Grand Island, Nebraska.

ACTIVITY FOR VETERANS AT PHOENIX UNION HIGH

By January of 1946 there were over sixty veterans enrolled at Phoenix, Arizona, Union High School, and we felt that some activity should be created for them. The fact that the veterans were more mature than the other students made it difficult for them to adapt themselves to many of the established activities of the school.

Then there was another angle to consider. Most veterans are smokers, and school regulations prohibited smoking at school functions. Drinking at school dances was something else that worried faculty members.

We met these and other problems by organizing a Veterans Club. Meetings were held at the American Legion Hall. There were plenty of ashtrays available. The veterans were told that these meetings provided them an opportunity to air their gripes," and at first there were plenty. The men showed little enthusiasm over what they termed "childish regulations" at the high school.

But out of all the excited talk came some good ideas for bettering their educational opportunities. The administration acted on these suggestions if they were at all feasible. Also the veterans evolved some sensible conclusions about school regulations. For instance, one GI said that when he went to a school dance he was going to drink. After all, he was a man and the school rules weren't written for him. This aroused an extremely heated discussion.

Finally the men agreed that when they attended a school affair, they would abide by the existing rules and regulations. And still better, the men concluded that it was hardly logical to expect the administration to rewrite the school codes applicable to 4,500 youngsters just to satisfy a handful of veterans. The veterans arrived at this verdict themselves. Freedom of speech is a wonderful blessing!

Then we invited outside speakers to the meetings to discuss topics of interest to the veterans. On one occasion several officials of the Veterans' Administration were present and talked on matters of specific interest to the club members.

We learned that the veteran was willing to play the game in high school, and that he wanted most of all just to be a plain civilian and not a hero. By giving him a club where he could speak his mind freely, we felt the transition from khaki and dungarees to slacks was made easier.—JOHN F. PRINCE, Veterans' Adviser, Phoenix, Arizona, Union High School.

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HUMANITARIAN ACTION THROUGH GROUP PROJECTS

One of the loudly avowed but often neglected objectives of education is the development within students of humanitarian motives and actions. Thus, when an article appeared in *Seventeen* concerning the Foster Parents' Plan for War Children, Inc. (55 West 42nd St., New York, N. Y.), I presented its possibilities to my four social studies classes.

Once the facts of Europe's starving millions were made known to the students, there was unanimous desire to "adopt" a child who had been a victim of Nazi oppression by pledging not only their support of \$15 a month for a period of a year, but also by agreeing to exchange letters, photographs, etc., within a view toward building lasting friendship.

The child assigned to us by the non-profit Foster Parents' organization was a twelve-year Belgian boy, one of a family of six whose teacher-father had been shot by the Nazi during the Battle of the Bulge because he would not divulge information concerning the Americans. The case history of the widow's trying to keep her family together after the complete razing of her home town, of the family's relocation, and of their subsequent homemaking in a tem-

porary and overcrowded shanty, was very moving.

Within four weeks my 120 pupils brought in \$86; sent a birthday box of food, candy, soap, toys, and sewing equipment; dispatched three letters written in French; and forwarded four group pictures made by the Photography Class—one of each of my four classes made with the front entrance of our school for the background.

A section of our classroom bulletin-board is now permanently devoted to this project. It includes a picture of "our boy," copies of our correspondence, the names of our monthly contributors, and a thermometer chart showing at a glance the total amount collected to date. So enthusiastic are the students for this international, humanitarian project that they are now talking of "adopting" a second child when they have completed their financial obligation for the first one, and the students of another department in our school have "adopted" a little three-year old Belgian girl.

Through their own active participation and personal contributions, these students are instilling within themselves the "habit" of humanitarianism, thus achieving for themselves one of the greatest goals of all our educational institutions.—CARLOS DE ZAFRA, JR., John Marshall High School, Rochester, N. Y.

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AN HONOR POINT SYSTEM FOR MUSIC ACTIVITIES

An Honor Point System for music activities in chorus, orchestra, and band has been started this year at the Hutchinson, Minnesota, High School, for the benefit of students who participate in one or more of these activities.

One "all-music activity letter" will be awarded to each student who qualifies under this system. If the student is in chorus or orchestra the points are the same, being 500 points for a letter and 500 for each additional bar. In concert band 1000 points for a letter and 1000 for each additional bar must be earned. If a student is a soloist, in ensemble, or an officer, additional points are earned.

Honor points for participation in two or three activities have been lowered, so that if a student is in both chorus and orchestra he will need only 800 points for a letter or bar, 1200 points if he is in chorus and band, or in orchestra and band. If a student participates in all three activities, 1500 points are required for a letter or bar.

Students lose points by demerits for unexcused absences from public performances or rehearsal, and for wrong conduct or misuse of uniforms, music, or equipment.

A student in the Junior High may earn points toward his senior high letter. Twenty-five points per year will be awarded to each seventh or eighth grader for satisfactory participation in chorus, concert band, or orchestra. If the member is in two activities, he will receive an additional thirty-five points. Fifty points will be awarded to a ninth grade student who is in one activity; seventy points for two activities, and eighty-five points for three activities.—By HELEN JENSEN, Secretary, Student Council, Hutchinson, Minnesota, High School.

CAMP SCHOOLS IN BRITAIN PROVIDE WORK EXPERIENCE

One of the good things that has come out of the war for British school children is the development of camp schools, to which children from the poorer urban areas are sent for short periods to enjoy fresh air and get a taste of country life.

These schools are permanent structures, generally built of wood and consisting of dormitory and classroom blocks, plus central dining hall, gymnasium, bathrooms, sick bay, administrative offices, et cetera—in fact, complete little school-communities.

The idea of the camp school originated in Britain just before the outbreak of war in 1939. Wartime conditions prevented their being put into regular use. During the 'evacuation' period, when schools from all the big towns were moved out into the country to escape the bombing, many of the evacuee children had to be housed in the camps while attending the local schools for their

lessons. Even as 'dormitories,' however, the camps were so successful that it was apparent that something had been born which could have a permanent place in Britain's educational system.

Now that the war is over, each camp is run, so far as general administration is concerned, by a manager appointed by the National Camps Corporation, who has under him a staff and one or more trained nurses. These form the permanent staff and are always in residence. The camps, however, are leased out to local education authorities, who select those children in their area who they feel will most benefit from a spell in the country.

Each camp holds approximately 240 children, so, since British schools tend to be considerably smaller in size than those in America, it is often possible for a whole school to go away at the same time. Even when this is not the case, the children are always sent to classes and accompanied by their own teachers. The camps are open for nine months in the year, and each batch of children stays for a period of from one to three months.

In the regular lessons of the camps, practical work experiences, and outdoor activities are all given equal attention. The children do some of the housework and a considerable amount of gardening. They learn a little about various farming operations, and spend a good deal of time on botany field-work, as well as going on trips around the district. In almost all cases their physical and mental condition shows marked improvement after a spell at one of these camps.

There are now about thirty such camp schools in Britain—all owned by the National Camps Corporation. It is hoped that many more will be built in the near future by local education authorities themselves, so that an ever-increasing number of city children will be able to spend part of their school life in the country.—By MARGARET ARMOUR, British Information Service, 30 Rockefeller Plaza, New York 20, N. Y.

MANY SERVICES PERFORMED BY EL MONTE LION KNIGHTS

The Lion Knights of El Monte, California, Union High School is composed of senior boys who are of high scholastic standing and who are willing to serve the school in any way they are called upon to do. The number of members are



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determined on the basis of enrollment. There is one Lion Knight for every one-hundred students at the school. Members are elected by the boys of the school from students who have submitted their name and a short statement on "Why I want to become a Lion Knight."

One of the main jobs of the Knights is to see to it that El Monte is a "closed campus." Only those students who live near to the school are permitted to go home for lunch. All other students are required to remain on the campus until they have completed their classes. Many students, however, try to leave the grounds without permission, and it is the job of the Knights to see that they do not do so. This is accomplished by having Lion Knights posted at various gates during the noon hour, seeing that only those with permission cards are allowed to leave the campus. Also the Knights keep all visitors off the campus. To accomplish this, each Knight must give his noon hour every day for one week every other week.

Another service these boys perform to their school is ushering at football games, basketball games, and any other activity which requires student help. This job requires much outside work, but those boys are willing to give the time to maintain order at these events. Many times the Knights are forced to clamp down on their classmates in the maintenance of this order, and are subject to much ridicule from a few students. However, they keep right on working, keeping the reputation and honor of the school foremost in their mind.

Keeping order on the campus and helping to keep the campus clean are two of the tasks performed by the boys. Many times when rubbish is strewn near a group of students eating their lunch on the front lawn, it is the unpleasant job of a nearby Knight to find out who was responsible for the untidiness and ask the student to pick up the papers, etc., or sometimes the Knight picks up the trash himself. When fights or disorders occur on the campus, it is usually a Lion Knight who steps in and straightens out the difficulty. All knights are trusted with citations which they give to students who are caught violating certain rules of the high school. Those cited are tried in a student court, and if found guilty they are punished by a student judge and jury.

The Knights are respected by the students and are looked upon by them as a needed service to the school. The majority of the students obey the rules enforced by the Knights and feel free to call upon them if help is needed. —G. V. BURNETT, Co-ordinator of Extra-Curricular Activities, El Monte Union High School, El Monte, California.

ITEMS IN BRIEF

Some goals of the Principals' Association of Washington State are: Every high school in a

forested area should acquire a quarter section of land for a conservation project in reforestation. Every school should observe American Forest Week or Conservation Week. A state organization of students interested in reforestation and conservation should be started.

A twelve-week study in interpretation of Uncle Sam's income-tax program is a recent addition to the curriculum of Tech High, McKeesport, Pa. Seniors in the commercial department will be required to know which form is cheaper, how the withholding receipt is used, what parts of income are taxable, etc.

Attractive copies of the preamble to the UNESCO Constitution, suitable for framing, may be secured free from the Educational Policies Commission, 1201 Sixteenth St. N. W., Washington 6, D. C.

As its annual spring project the Press Club of George Washington High School, Danville, Virginia, conducted its fifth High School Day at a local department store. For one day students of the high school carried on the business of the store, acting in the capacity of executives, managers, and sales-clerks.

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Many schools will be interested in a booklet which may be secured free from the De Vry Corporation, 1111 Armitage Avenue, Chicago. Its self-explanatory title is "Suggestions for Organizing Student Operators' Club for the Projected Teaching Aids Department."

An interesting project in public relations has been developed by schools of Kanswa County, West Virginia. Harry Brawley collects news from schools throughout the County, boils it down, adds special announcements, and drops in items of interest dealing with national and international affairs. For five minutes before 9:00 o'clock this is broadcast over WCHS in Charleston to classroom and homes of the County.

In March 1946, thirteen students of Lewiston, Idaho, High School, formed a Flying Club. Members have been taking flying lessons, and are planning to buy a plane which will be jointly owned by all in the Club.

Twenty-three Little Rock, Arkansas, high school students took over City Hall last spring, helped run city affairs for the week of April 15-21. Students entered office by virtue of a "Little City" election held in December 1945, when students elected five officials and eighteen aldermen to represent them in the plan which Little Rock has inaugurated to teach boys and girls how to handle city government. Students elected hold office for six months, during which they spend off-hours working alongside the regular officials, learning how the government works at first hand.

This idea is offered by H. L. Plumb of the U. S. Forest Service: "The problem of perpetuating the memory of former students and teachers who have given their lives in the war is before many schools today? How can this most fittingly be accomplished? What better memorial could be found than a living forest, a natural monument which can be protected and developed by succeeding generations of students forever?"

Comedy Cues

NO ONE HAD EVER TOLD HER

A sweet young thing was hired as a beginning stenographer in a large New York office and was continually late during her first week of work. One morning her boss approached her as she blew into the office, late as usual.

"You're twenty minutes late again," he said in acid tones. "Don't you know what time we start work at this office?"

"No, sir," she replied blankly, "they're always at it when I get here."

FREEDOM OF SPEECH CAN BE CURBED

This story was related shortly before the beginning of World War II. A Swiss and a Nazi sat fishing on opposite banks of a little stream on the Swiss frontier. The Swiss had a nice string of fish while the German had none.

"Why is it you have such good luck? I have not had a bite. Arn't we using the same bait?" called the German.

"Well," said the Swiss, "the fish over here aren't afraid to open their mouths."

RAISING THE ANTE

"I wish to announce," the speaker paused to say, "that a gentleman here has had the misfortune to lose a wallet containing \$500. He tells me that a reward of \$25 will be given to any one returning it."

After a silence a man in the crowd shouted "I'll give \$30."

JUST BECAUSE

"Why do you weep over the sorrows of people in whom you have no interest when you go to the theater?" asked the man.

"I don't know," replied the woman. "Why do you cheer wildly when a man with whom you are not acquainted slides safely into second base?"

—Balance Sheet

"What's your name?" the store manager asked the young applicant for a job recently.

"Ford," replied the lad.

"And your first name?"

"Henry."

"Henry Ford, eh?" remarked the manager. "That's a pretty well known name."

"It ought to be," replied the lad. "I've been delivering groceries around here for two years now." —The Texas Outlook

FANNY FIXED IT

Mistress: "Fanny! Did you mail the two letters I gave you?"

Fanny, the maid: "Yes'm, at the post office. But I noticed that you put the three-cent stamp on the foreign letter, and the five-cent stamp on the city letter."

Mistress: "Oh, my goodness, what a terrible mistake!"

Fanny: "But I fixed it all right, Mis' Hawkins, I jus' changed the addresses on the envelopes."

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